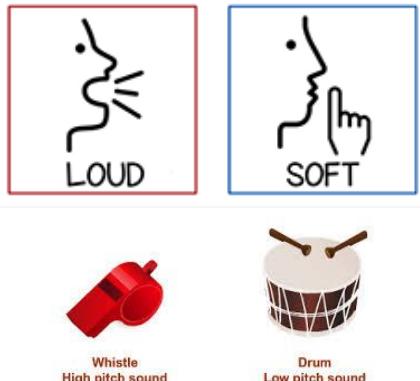


Enquiry Organiser Cycle 2, Spring 1
Year One



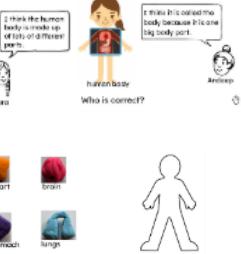
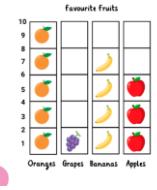
Design technology (food)			Music (pitch and dynamics)		
Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>	Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>
<ul style="list-style-type: none"> Fruit and vegetables are plants that grow. Some foods grow in the UK and some come from other countries. Apples in the UK are grown in orchards and they are all hand-picked. Apples are kept in water to protect them from damage. All apples are washed, polished and buffed before being packaged. Fruits have seeds and are the sweet and fleshy part of a plant. Vegetables do not have seeds and can be different parts of a plant, e.g. stem, leaf, root. Before preparing food, you must wash your hands. You must hold a knife securely and cut away from your fingers. 	<ul style="list-style-type: none"> Talk about where food comes from (farm to fork). Taste different fruits. Select and use tools safely for fruit and vegetables, e.g. butter knife & food cutter. Chop and cut with a butter knife and/or food cutters. Talk about personal hygiene and basic food hygiene. Follow a class design criteria. Use my own experiences to create ideas and explain what I am going to do. Evaluate my fruit kebab identifying strengths and possible changes for next time. 	<ul style="list-style-type: none"> Talking about where in the world our snack comes from Using a spoon. Learning about harvest. Creating a simple class design criteria. 	<ul style="list-style-type: none"> Pitch means how high or low a musical notes are Dynamics means loud or soft music/notes Shakers, bells, wood blocks, claves, tambors, tambourines, drums, triangles are untuned instruments Instruments make different sounds when played in different ways 	<ul style="list-style-type: none"> Sing songs, chants and rhymes. Say which sounds are high and low Practice and perform with others. Spot and respond to loud and quiet (dynamics). Spot and respond to low and high (pitch) Join in with a chant or song by clapping or playing the pulse or rhythm. Play instruments in different ways 	<ul style="list-style-type: none"> Tempo means fast and slow. Pulse is a steady beat (like a ticking clock or your heartbeat). Rhythm is the pattern of long & short sounds through a song Drum, cymbal and maracas are all untuned instruments. Singing Christmas songs
Vocabulary:			Vocabulary:		
Chop: cut something into smaller pieces. Design: a plan or drawing to show your ideas before you make a product. Design criteria: the specifics that designers should meet when making a product. Evaluate: reflect on the product I have made and how I can improve it. Fruit: the sweet and fleshy product of a tree or other plant that contains seeds and can be eaten as food. Hygiene: things we do that help to keep us healthy and stop the spread of diseases. Kebab: food threaded onto a skewer. Vegetable: a plant or part of a plant used as food.			Chant: a repeated phrase, typically shouted or sung together. Dynamics: the volume of parts of music (loud and soft). Instrument: a device used to produce music. Pitch: how high or low a musical tone is. Pulse: a steady beat like a ticking clock or your heartbeat. It can be measured in time by counting the number of beats per minute (BPM). Rehearse: recite out loud and say again. Rhyme: when the ending parts of two words sound the same or nearly the same.		
Images: 			Images: 		

Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)

Enquiry Organiser Cycle 2, Spring 1

Year One



History (Victorians)			Science (humans)		
Knowledge I know...	Skills I can...	Links back to I remember...	Knowledge I know...	Skills I can...	Links back to I remember...
<ul style="list-style-type: none"> Queen Victoria became queen in 1837. This was her coronation. She ruled throughout the Victorian era (1838-1901). The Victorians invented trains. Holidays Lots of children from poor families had to go out to work. Not many people could read or write but Queen Victoria made all children go to school in 1870. Children had to sit at desks, in rows. The classroom walls were dark and bare but there might have been a large map to look at! Classes in Victorian times were very large with 40, 70 or even 100 children in. Teacher's were strict. Lessons were mostly copying from a blackboard. There was no electricity. 	<ul style="list-style-type: none"> Place events in order on a (year group) timeline e.g. Queen Victoria's coronation, all children go to school. Wonder and ask questions about the past. Use artefacts, books, pictures and photos to help find out about the past. Find similarities and differences between now and then e.g. Victorians schools and schools now. Find out about a significant individual from the past. Use words and phrases about time e.g. now, when I was younger, a long time ago. Share what I know by talking, drawing and writing. Use words about history. 	<ul style="list-style-type: none"> Toys have changed within the last 50 years. The toys my parents and grandparents played with are different to toys today. Using books, pictures, photos and objects to find out about toys in the past. Creating a Year 1 timeline and adding objects/events e.g/ Play-Doh was invented in 1955. Computers and phones have changed since my grandparents were young. In the past there was a war. Some children were evacuated and food was rationed. 	<ul style="list-style-type: none"> A pictogram is a picture representation of data. Humans are in a group of animals called mammals. All mammals have: <ul style="list-style-type: none"> Hair on their bodies. Female mammals produce milk that they feed to their young. Human beings have different internal [heart, brain, lungs, stomach] and external body parts. There are 5 senses. Our sense of touch is linked to our hands/skin Our sense of taste is linked to our mouth/tongue/throat Our sense of hearing is linked to our ears Our sense of smell is linked to our nose Our sense of sight is linked to our eyes 	<ul style="list-style-type: none"> Record results on a pictogram. Begin to classify/sort animals including humans into groups. Name external body parts and what they do. Name internal body parts and what they do. Say which part of the body is associated with each sense. Answer questions. 	<ul style="list-style-type: none"> Comparing my body to a baby. Comparing my body to an adult. Talking about families. Investigating materials to see which ones are waterproof.
Vocabulary: <p>Artifact: objects made by humans.</p> <p>Chronology: putting events, objects or dates in order.</p> <p>Coronation: where someone is crowned King or Queen.</p> <p>Era: a period in history.</p> <p>Past: gone by in time.</p> <p>Present: existing or occurring now.</p> <p>Source: a place, person or thing that you can find information from.</p> <p>Timeline: a list of events in the order that they happened.</p> <p>Victorians: people who lived in the Victorian era (1837-1901).</p>	Images:    	Vocabulary: <p>Body: the physical structures including bones, flesh and organs of a person or animal.</p> <p>External: on the outside of the body.</p> <p>Hearing: recognising sounds through our ears</p> <p>Human: a man, women or child</p> <p>Internal: inside the body.</p> <p>Mammal: warm-blooded animal that has hair and produced milk to feed their babies.</p> <p>Pictogram: a pictorial representation of data on a chart, graph, or computer</p> <p>Senses: how our body identifies an outside stimulus, e.g. sight, smell, hearing, taste, touch</p> <p>Sight: sense of seeing through our eyes</p> <p>Smell: recognising odours or scents through the nose</p> <p>Touch: come into contact with through the skin</p> <p>Taste: sensation of flavour identified in the mouth and throat</p>	Images:   		

Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)